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ABSTRACT

Part of the National Women's History Project funded to promote the study of women in history, this unit will help first grade students learn about women's contributions to U.S. society. Equity cannot be achieved until equality is expected and until the contributions of all women are understood and accepted as a simple matter of fact. The unit contains six lessons based on biographies of women, past and present. The women were selected to represent the many ways women work outside the home. Their occupations range from medicine to athletics to photography. The women are Susan LaFlesche, Mary McLeod Bethune, Rachel Carson, Chien-Shiung Wu, and Nancy Lopez, representing major ethnic groups, and Dorothea Lange, representing disabled Americans. The lessons also help students explore the concept of work. Each unit begins with a biography that teachers are to read to students. Discussion questions. suggestions for classroom activities, and a student worksheet follow each biography. Examples of activities include having students draw pictures, write their own books, play games, and conduct science experiments. A bibliography of additional resource materials concludes the unit. (RM)

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ED260996

WOMEN AT

WORK, HOME AND SCHOOL

First Grade Social Studies

SUSAN LaFLESCHE, M.D.
MARY McLEOD BETHUNE
DOROTHEA LANGE
RACHEL CARSON
CHIEN-SHIUNG WU
NANCY LOPEZ

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TABLE OF CONTENTS

PREFACE	4
INTRODUCTION	5
TEACHER'S INSTRUCTIONS	6
INTRODUCTORY LESSON	8
ATTITUDE SURVEY	9
SUSAN LaFLESCHE, M.D.	10
MARY McLEOD BETHUNE	15
DOROTHEA LANGE	21
RACHEL CARSON	26
CHIEN-SHIUNG WU	32
NANCY LOPEZ	37
CULMINATING LESSON	43
UNIT TEST	44
PERSONAL HISTORY BOOKLET	45
MINIATURES	47
ANSWER KEY	48
BIBLIOGRAPHY	49
GENERAL RESOURCES	51
NWHP RESOURCES	inside back cover

PREFACE

The National Women's History Project (NWHP) was funded under the Women's Educational Equity Act to produce this unit. The NWHP promotes the study of women in history on the premise that equity cannot be achieved until equality is expected, and until the contributions of all women are understood and accepted as a simple matter of obvious fact.

This unit represents the work of many women throughout the country who served as researchers, writers, readers, critics, and educators. The biographies were originally researched and written by women from a variety of states whose names appear on the appropriate stories.

We are particularly indebted to Claudia McKnight who worked with us throughout the development and completion of this unit.

The biographies were reviewed by race and equity specialists: Dr. Beryl Banfield, Kathleen Smith, Cora Watkins, and Dr. Leslie Wolfe. We appreciate their thoughtful suggestions.

A special thanks to the following educators and historians who also served as readers: Carol Burgoa, Louise Cooley, Elaine Covell, Marcia Pratt, Lori Rodrigues, Kathleen Smith, Barbara Tomin, and Kathie White. Ardella Tibby of the NWHP staff served ably and amicably as a critic and proofreader.

Field tests were conducted by the following classroom teachers: Paulie Clark, Velma DiMeola, Kathy Doran, L. Fraley, Loretta Garcia-Roberts, Kathleen Higgins, Bruce Luchessa, Claudia McKnight, Lesley Pillsbury McMenomey, Marilyn Strom, Gracye L. Stuckey, and Kalen Wood.

The wonderful coloring pages were drawn by Marybeth Crawford, who is also responsible for the overall design of the unit.

The typesetting was done by Valerie Adams and Karen Axt of Full Spectrum. Bonnie Eisenberg did the layout.

We welcome your comments, criticisms or suggestions about this multi-cultural unit.

Maria Cuevas **Molly Murphy MacGregor**

Bette Morgan **Mary Ruthsdotter**

Co-Directors

INTRODUCTION

The study of women's history offers teachers an opportunity to begin exploring with their students the too often ignored, multi-cultural stories of women's contributions to U.S. society. An expanded view of history, one which lauds our women heroes as well as our men, provides female students the opportunities to find themselves in the continuum of history. It encourages them to envision what they might become by learning of what other women have been. Simultaneously, male students gain an appreciation for the real lives and work of women, past and present.

While women have long constituted over 50% of America's population, the standard social studies texts fail to reflect this reality. These texts continue to view women from an incomplete perspective, as passive, non-participants in the nation's events.

This unit, based on the biographies of women from the past and present, was developed to facilitate the process of integrating women's history into the classroom curriculum. The use of biography as history provides historical information and role models for the young student in a comprehensible form. The personal history booklets which conclude this unit serve as a step on the way to students' understanding that they, too, will have a role in history. In essence, it is people just like themselves who make our shared history.

OUR HEROINES broaden the base of our becoming, spark our imaginations and encourage our commitment to do more than the expected, to be all that we can dream. We need to celebrate those whose names we have known since childhood. We need to discover those who have been hidden from history and those whose good work is now in progress. For our heroines inspire us to continue growing, not in size but in stature, not in one direction but in many dimensions.

Andrea Fleck Clardy
Heroines
Crossing Press

TEACHER'S INSTRUCTIONS

This women's history unit contains six lesson sets based on biographies of women, past and present. These women were selected to represent the many and varied ways in which women work outside the home. Their occupations range from medicine to athletics to photography. The women, Susan La Flesche, Mary McLeod Bethune, Rachel Carson, Chien-Shiung Wu and Nancy Lopez, each represent one of the five major ethnic groups while Dorothea Lange represents disabled Americans. Additionally, overview lessons are included to help students explore the concept of work.

It is important for all young children, female and male, to develop goals of financial self-sufficiency. According to the United States Department of Labor (1985), 54% of all women now work outside their homes for pay, and a girl presently 16 years old should expect to spend at least 28 years of her adult life in the workplace. Unfortunately, the aspirations of our female students are not keeping up with these economic realities.

One of the goals of this unit is to add breadth to students' information about the work that women have done and continue to do.

The variety of activities offered with each biography provides you with enough choices to stimulate the majority of your students. Activities for higher thinking skills such as observing, communicating both orally and on paper, classifying and comparing have been incorporated into the unit.

SEQUENCE OF ACTIVITIES

INTRODUCTORY LESSON (See lesson plan on page 8)

ATTITUDE SURVEY This is a paper and pencil exercise to assess the students' knowledge of the concepts and of the women in the unit.

OVERVIEW ACTIVITIES These introduce the main theme of the unit.

BIOGRAPHY

Read the biography to yourself. Do you have any supplemental material that would add to your class' enjoyment of any of the stories (e.g. films, filmstrips, slides, prints, records)? The bibliography included with this unit (page 49) will help. We suggest that you color a copy of the appropriate coloring page to give the students a visual image of the woman being discussed in the biography. Read the biography to the class.

BIOGRAPHY ACTIVITIES

LISTENING QUESTIONS Use these to have the students recall specific details from the story as a writing or discussion activity.

SUGGESTED ACTIVITIES These include small and large group discussions, class projects and individual activities.

STUDENT WORKSHEETS These worksheets reinforce either the key words or the key concepts in each story. They are to be duplicated for each student's use.

COLORING SHEET Distribute copies after the student worksheets are completed. Collect when complete and compile into booklets to be sent home with the student at the completion of the unit. The miniatures page can be duplicated and colored for the cover of the booklet.

CULMINATING LESSON (See lesson plan page 43)

UNIT TEST This activity provides a simple evaluation of the key concepts presented in the unit.

PERSONAL HISTORY BOOKLET This booklet reinforces the connections between the students' own lives and the lives of the women they have just studied.

BIBLIOGRAPHY

A bibliography of recommended resources is located at the end of this unit. It includes books on the women who have been presented as well as a list of general resources to help you write women back into history throughout the school year.

INTRODUCTORY LESSON

ATTITUDE SURVEY

1. Distribute copies of the attitude survey
2. Assure the students that this survey is not going to be graded. It is only to stimulate their thinking.

OVERVIEW ACTIVITIES

1. Have the students cut out and bring to school pictures of women at work from newspapers and magazines. Assemble the pictures on a bulletin board. A class discussion should follow covering such topics as, "Is there such a thing as 'women's work' and 'men's work'?" The objective of this lesson is to lead the children to discover that women do all types of work. The goal is to let them know they will have many options in the world of work.
2. Have the students draw pictures of themselves performing the type of work they will do when they grow up. Save these pictures to see if students, by the end of the unit, have changed their ideas about what kind of work they will do as adults.

Name

MY CAREER

I think I will be a: _____

_____

I will do these things in my job: _____

_____

_____

_____

I will need some tools. They might be: _____

_____

_____

Some jobs both women and men can do are: _____

_____

_____

_____

_____

Name _____

Susan La Flesche

1865 - 1915

—The first Indian woman medical doctor—

SUSAN LaFLESCHE, M.D.

June 17, 1865 - September 15, 1912

by Merideth Melville

Did you ever want to help someone, but you didn't know how? Susan La Flesche felt that way when she was growing up. This is a story about how she was able to help the people that she loved.

Susan was an Omaha Indian. She lived on the Omaha Reservation in Nebraska. She was the youngest child of Chief Joseph and Mary La Flesche. She had three sisters and a brother. Susan and her family were all proud that they were Indians.

When Susan was 14, she and her sister left to go to school far away from home. Susan liked going to the school, but she was very homesick. She missed her family and her pony, whose name was Pie.

One morning Susan woke up early and heard the sound of a horse going by. She jumped out of bed and ran to the window! Right outside she saw a horse pulling a milk wagon. Susan was so excited that she put on her coat and shoes and rushed out of the school building. She raced toward the horse. Suddenly she remembered that this horse didn't know her at all. She started to walk quietly while talking softly to the horse. The horse let her touch its neck and pat its head. Susan was happy because it was almost like touching Pie. Times like this made being at school a little easier for Susan.

Her favorite subject in school was science. She learned all about how the body works. She learned about germs. She learned how important it is to be clean in order to stay healthy. Susan was able to learn very quickly and to remember what she had been taught. Her teachers told her she was smart.

"What will you do when school's over?" they asked.

"I want to go back to the reservation and help my people." said Susan. She just wasn't sure what she should do to be helpful.

Graduation Day was a very proud day for Susan and her family. She received a gold medal for having the best grades in her class. She gave a speech in front of the whole school and told her classmates about

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how she wanted to help her people, the Omahas. Now, she knew how she was going to do this.

"I'm going to medical school to learn to be a doctor," she told her family. "It might be hard, but I will try."

In medical school everyone knew who she was. "She is very smart and she studies hard," they said. Susan did study very hard. She wanted her family to be proud of her. She wanted to become a good doctor for everyone on her reservation in Nebraska.

When she finished school, Susan went back to the Omaha reservation. She was the only doctor there. The work was very hard. There were so many people to care for! Children and adults all needed her help. She worked for many hours each day.

Sometimes Susan became discouraged. "How can I do all of this work by myself?" she wondered. "But, I am the only doctor the Omahas have," she reminded herself, "and I do love my work and my patients."

She often rode her pony, Pie, to people's homes to take care of them. One time she had to ride through a terrible snow storm. Even though Susan could not see where they were going in the swirling snow, Pie knew the way. He got her there and back home safely again. Wasn't she lucky to have such a smart pony that day?

Susan married a Lakota man named Henry Picotte. They had two sons. She kept working as a doctor for another 20 years. She was always busy with her patients. Because she was so helpful, many people said she was the real leader of the Omahas.

Susan was proud to be an Indian. She was proud to be a woman. She was proud to be a doctor. Susan was not afraid to do what no one before her had ever done. She had become the first Indian woman medical doctor. She was very good at her work.

All through her life, when Susan was not sure she could do something, she would always say to herself, "I will try!" It's a good motto, isn't it?

SUSAN LaFLESCHE, M.D.

Susan LaFlesche (June 17, 1865 - September 15, 1915) was born on the Omaha reservation. She became the first Native American woman medical doctor in the country.

LISTENING QUESTIONS

1. Why did Susan want to be a doctor?

2. What Indian nation did Susan belong to?

3. What was the name of Susan's pony?

SUGGESTED ACTIVITIES

Discussion

1. When Susan went away to school she was homesick. She especially missed her pony, Pie. What would you miss if you went away to school? What would you do if you felt homesick?

2. It is very important for us to take care of ourselves so we don't become sick. Why should we wash our hands before eating? Why is it important to cover our mouths when we cough? What else can we do to stay healthy and keep from spreading germs?

3. Susan wanted to be useful to her people on the Omaha reservation. What did she decide to learn about? Did she have other doctors to work with on the reservation? What made her work difficult sometimes?

Activity

As a result of wars with colonists and the US government, the Omahas lost most of their land. This happened to Native Americans coast-to-coast. They were forced to relocate on designated "reservations". Often this land was of little or marginal value to anyone. Discuss this situation with your class, and demonstrate this encroachment by the following activity:

a. Designate the hall outside your classroom as the Atlantic Ocean. Describe how difficult the crossing trip was for early colonists. Designate the classroom as continental North America, "the new land".

b. Go outside with ten students and re-enter the classroom, having just completed a long, long ocean crossing. Communicate by pantomime as your languages are different, asking for a place to live and land for growing food.

c. Ask the students still in the room, representing Native Americans, to give your group the land you need. Draw a line, imaginary or with chalk, around the area given to the new settlers.

d. Who's that at the door? More settlers? Repeat the process over and over until the students/native people either have little land left or rebel actively.

e. What? Another boat?!

f. Discuss what solutions might have been worked out. Compare this to the actions which resulted in the deaths of millions of native people and many settlers, and the establishment of "reservations".

Name

TRUE or FALSE

Study the sentences below. If the sentence is true, color the box under **true.** If the sentence is not true, color the box under **false.**

1. Susan was an Indian.	**true** ☐	**false** ☐
2. She lived in a big city.	**true** ☐	**false** ☐
3. Susan wanted to be a doctor.	**true** ☐	**false** ☐
4. Her pony's name was Pie.	**true** ☐	**false** ☐
5. Susan was the first Indian woman doctor.	**true** ☐	**false** ☐
6. Most of the people she took care of were rich.	**true** ☐	**false** ☐

DRAW A PICTURE

On the back of this page draw a picture about this story.

Name _____

Mary McLeod Bethune

1875 · 1955

—A nationally known educator—

MARY McLEOD BETHUNE

(July 10, 1875 - May 18, 1955)

by Shiela Sundquist Peel

Do you like learning to read? How would you feel if you weren't allowed to learn how to read? Suppose you weren't allowed to go to school? What would you do? This story is about Mary McLeod Bethune who wanted to learn how to read. This is how she did it.

Mary McLeod Bethune's mother and father were slaves until they were freed during the Civil War. When Mary was born they owned their own land. All seventeen of their children helped work the farm. They grew vegetables to eat and cotton to sell. To earn extra money, Mary's mother did laundry for white people. Mary used to help her deliver the washed clothes.

It was on one of these laundry trips that Mary first saw a book. She was very excited and asked her mother about books and reading. Her mother told her that during the times of slavery, Black people were not allowed to learn to read. The slave owners were afraid of what slaves would do if they could read and write.

"That wasn't fair!", she exclaimed. "It was not fair then and it isn't fair now. I'm going to learn how to read. When I do, I'm going to teach everyone I know how to read too!"

Her mother wanted Mary to be able to learn to read, but she wondered how this would be possible. There weren't any schools in their town that Black children were allowed to attend. The family was very poor and didn't have books. No one in their family would be able to help Mary learn to read.

Then one day, a wonderful thing happened. Miss Emma Wilson, a teacher, came to town to open a one-room schoolhouse for Black children. She asked Mary's parents if Mary could come to her school. It would not cost them any money. She could come for free. "Oh, good!", thought Mary. "Now, I can learn how to read!"

Mary studied hard to learn to read and to work math problems. At

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home, she taught her family what she had learned in school. She was very happy. Already she was teaching other people to read, just as she had promised herself she would do.

When she was 13 years old, Mary had a chance to go away to college. It meant that she would have to move away from home and live in another state. She decided that it was important to learn more about math, language, history and geography, so off she went.

School was expensive, but because Mary was such a good student, other people helped by paying her way. One person who helped her go to college was a white woman. Mary had never met this woman, yet she gave Mary the money she earned as a seamstress. She believed that Black people should be able to go to college. Mary was very happy to receive her help.

Many years passed since the day that Mary promised herself she would learn to read and then teach others. Now that she had graduated from college, she could finally be a teacher.

She hadn't forgotten how much she had wanted to go to school. There were still very few schools that Black children were allowed to attend. She decided that she would open her own school. The problem was that she needed money to open a school.

Mary decided on a plan. She opened her school in a small empty house. Instead of desks and chairs, the students used boxes. They wrote with burned wood pieces for pencils and used elderberry juice for ink. This saved a lot of money. It was not as comfortable as the white schools were, but the students were able to learn just the same.

Her students helped earn money for the school, too. In addition to doing their regular lessons, they made and sold pies. Another way they earned money for the school was to sing at hotels and churches.

Mary was determined to have a very good school, and that's just what it turned out to be. So many children wanted to come to her school that she had to buy a bigger building. To help the school grow, more money was needed. A lot of people gave money to Mary to help her buy the new building. They knew she was a good teacher.

In time the tiny school that had begun with just six young students became a high school and then a college. For Mary McLeod Bethune, it was a dream that came true. She was even asked to advise the President of the United States and to help him make sure that Black children all over the country could go to school.

Mary was happy to help the President. Throughout her life she remembered the people who helped her. She never forgot her first teacher, and she never forgot the woman who sent money so that she could go to college. She knew her life would have been very different if she had not gone to school. She wanted to make sure that all children had the right to learn.

Many awards and medals were given to Mary McLeod Bethune for her work as a teacher. There is a statue of her in Washington, D.C. People who see her statue are reminded that she was a very important teacher.

MARY McLEOD BETHUNE

Mary McLeod Bethune (July 10, 1875 - May 18, 1955), was the daughter of former slaves. She became a nationally known educator and Presidential appointee.

LISTENING QUESTIONS

1. What did Mary want to learn to do?
2. When Mary started her first school, what did the students use for desks?
3. How did she and the students earn money for the school?

SUGGESTED ACTIVITIES

Discussion

1. Mary McLeod Bethune started a school with hardly any money and worked hard to keep it going because she thought education was very important. Would you want to start a school? What would the children learn at your school? Where would you get the desks, books and chalkboards?

Activities

1. Have students bring in their favorite books to share with the class. Have students draw a picture of their favorite part of the story. Display pictures on a "reading" bulletin board.

2. Bring in a book written in a different language, preferably with very few illustrations. Have the students try to figure out what the story is about. Next, show them a picture book in the same language. Do the pictures help if you can't read the words? Why are picture books used in schools? Ask the students to describe how they are learning to read. Why is it important for them to learn to read? What are they eager to be able to find out by reading?

Name

KEY WORDS

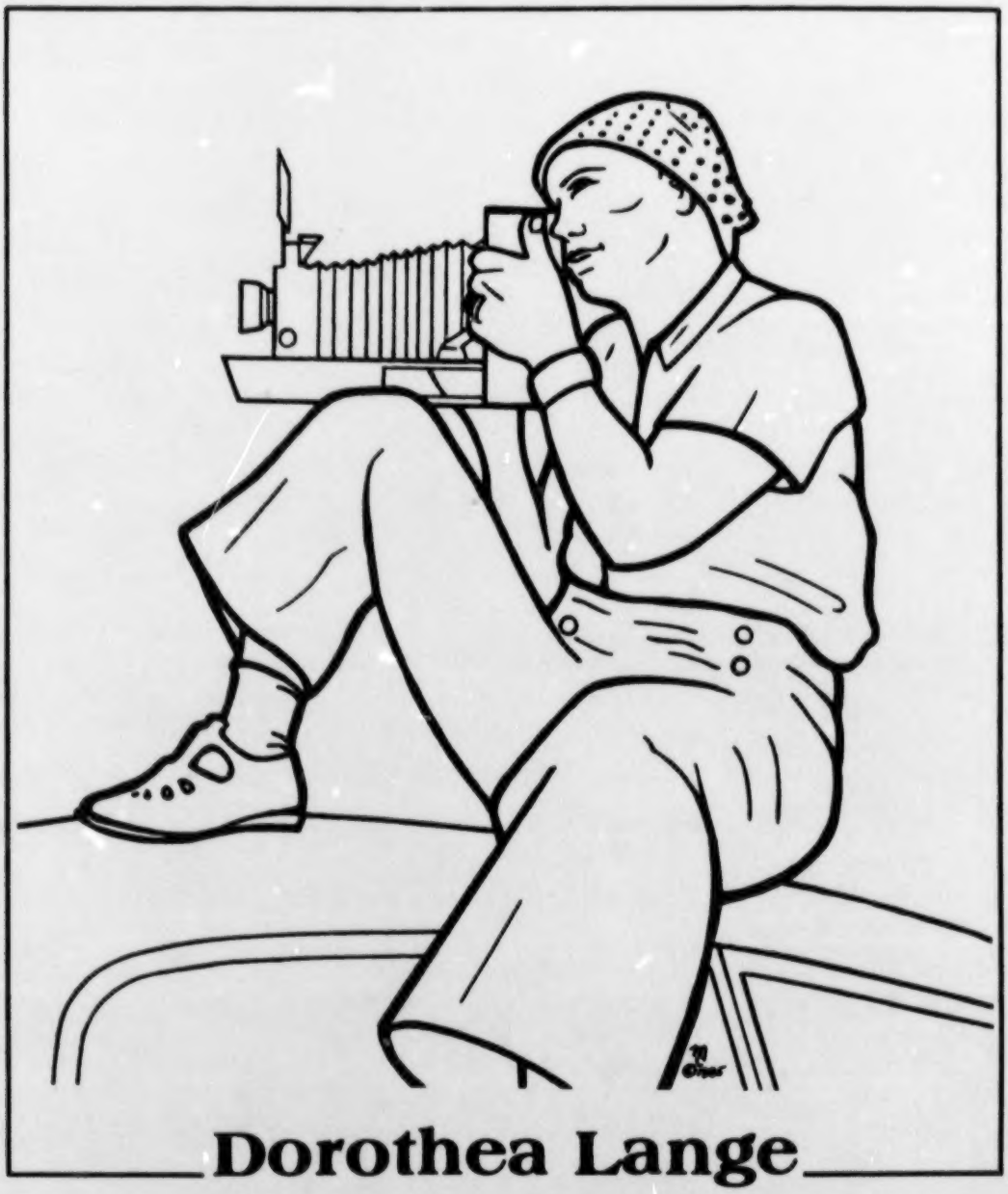
Circle the right word for each sentence.

1. There were _____ schools for Black children	**no**	**many**
2. Mary wanted to learn how to _____ .	**sing**	**read**
3. She was very _____ to be a teacher.	**sad**	**happy**
4. The children used _____ for desks.	**boxes**	**stairs**
5. The children _____ to get money for the school.	**ran**	**sang**

DRAW A PICTURE

On the back of this page draw a picture about this story.

Name _____



Dorothea Lange

1895 - 1965

— A famous photographer of people at home and at work—

DOROTHEA LANGE

(May 25, 1895 - October 11, 1965)

by Mary Strauss

Do you like to have your picture taken? Do you like to look at photographs of other people? This is a story about a woman who took thousands and thousands of pictures of people. Her name was Dorothea Lange. Her photographs were used to help poor people. Listen carefully and I'll tell you how this happened.

Dorothea's grandparents came to this country from Germany. They lived in Hoboken, New York. When she was young, Dorothea's father left the family. Her mother had to go to work to support them. She felt loved by her mother, but she also felt neglected because her mother was away at work.

When Dorothea was seven years old, she had a disease called polio. Even though she was able to get over being sick, her right foot stopped growing and stayed smaller than her left one. She had to wear shoes that were different sizes. It was hard for her to walk. The children at school called her "Limpy". This embarrassed her and hurt her feelings. She didn't like being teased about the way she walked. I wouldn't like that either. Would you?

In her late teens, she decided that she wanted to go to work for a photographer. One of the things Dorothea had always liked to do was look closely at objects and people. She would close one eye and see if doing this changed the way things looked. She was fascinated by the little details of things in her world. Learning photography gave her a chance to look closely at people and things. The more she learned about what she could do with a camera, the more she liked it.

After Dorothea finished college, she became a professional photographer. She began to travel all around the United States. She liked to take pictures of people working or at home. She discovered that she was very good at taking pictures of people. Her pictures seemed to tell the whole story of a person's life. So many people liked her photographs that she became very well known. She sold her pictures to different newspapers and magazines.

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It was not easy for her to travel and take pictures because of her limp. Her camera was very large and her other equipment was very heavy. It was difficult to carry them around, but she kept doing it because photography was the work she wanted to do.

She took many of her photographs during the Great Depression. This was a time when many people were very poor because there weren't enough jobs. Her pictures showed how hard life was for people who did not have jobs. Some lived in tents or in cars. They did not have enough to eat. They had no heat in the winter. Their clothes were worn and ragged. Dorothea's photographs helped prove how hard it was for people and that they needed help right away. New laws were passed to provide the poor with food and jobs.

Dorothea Lange's photographs are still important today. They show us what life was like in this country during the Great Depression.

You can see Dorothea's pictures in museums and art galleries. Many of her photographs have been printed in books. When you get a chance to see her pictures for yourself someday, I'm sure you'll think she was very good at her work, too.

What do you see when you look at a person's photograph? Can you tell if the person is happy or sad? Can you tell if the person is rich or poor? Next time you look at your family pictures, see what you can tell about the people in them.

DOROTHEA LANGE

Dorothea Lange (May 25, 1895 - October 11, 1965), was crippled by polio as a child. She became a reknowned documentary photographer.

LISTENING QUESTIONS

1. Why did Dorothea walk with a limp?
2. What did she take pictures of?
3. Why were her pictures important?

SUGGESTED ACTIVITIES

Discussion

1. Explain to the class that Dorothea Lange could not flex the front part of her foot because of polio. Ask them what this would be like. They can try to walk without moving the front part of one foot. Dorothea said that being semi-crippled was the most important thing that ever happened to her. Ask the class to talk about the disabilities they know about. Ask them to imagine how their lives would be different if they suddenly lost their sight, or the use of their legs or arms?

Activities

1. Set up a simple photographer's studio in the classroom using a backdrop and a chair or bench. Use a polaroid camera to take "formal" portraits of each child in the class. The photographs could be used as a display and then taken home as gifts.

2. Use cameras without film to role play what it would be like to take pictures of everyday life. What happens when you look carefully at something through a camera?

3. An alternative exercise is to cut out small frames from construction paper or light weight cardboard for each child to use. Demonstrate how to use the frame, pretending it is the camera's eye. Go on a walk around the school grounds, encouraging the children to pretend they are taking pictures. Once back in the classroom, each child can draw a picture of one of the "photographs" they took.

Name

KEY WORDS

Fill in each blank with one of these words:

sick **camera** **people** **walk** **job**

1. To take pictures, Dorothea used a _____ .
2. She took pictures of _____ .
3. It was hard for her to _____ .
4. When Dorothea was a child, she was _____ .
5. Taking pictures was her _____ .

HIDDEN WORDS

Read across each row. When you find one of these words, circle it.

sick **camera** **people** **walk** **job**

P	E	O	P	L	E
T	K	W	A	L	K
C	A	M	E	R	A
J	O	B	L	D	T
A	S	I	C	K	B

Name _____

Rachel Carson

1907 - 1964

—A scientist and writer—

RACHEL CARSON

(May 27, 1907 - April 14, 1964)

by Kathie White

Do you know what a scientist does? Today's story is about a woman with very special talents. She was both a scientist and a writer. Her name was Rachel Carson.

Rachel lived in a small town with few houses and many grassy fields. Many, many years before, her father's family had lived in Scotland. Her mother loved the out-of-doors. She taught Rachel to see the beauty in nature.

Rachel liked living in the country. She listened intently to her mother's stories about the world around her. Rachel would spend lots of time looking at flowers and trees. She was fascinated by the sounds of small animals.

She liked listening to the birds. She decided she wanted to hear the birds wake up. Her mother woke her up early one morning. While it was still dark, they quietly walked into the nearby woods and sat on a log. They waited for the sun to come up and for the birds to sing. Would you like to hear the birds wake up?

Reading and writing were also things Rachel liked to do. When she was ten years old, she wrote some stories that were published in one of her favorite magazines. It was a magazine that lots of children read. Rachel was happy and proud! She dreamed that when she grew up she would be a famous writer.

As she grew up, Rachel continued writing and learning about nature. She read a lot about animals and how they live. In school she studied all about different kinds of animal life. She was so excited about what she learned that she decided that she would become a scientist.

She decided to go to a school close to the Atlantic Ocean. It was an exciting place for Rachel. When she got to school she saw the ocean for the first time in her life! She loved the ocean right away. She decided to learn as much as she could about it. She wanted to know more and

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more about all the different types of fish and plants that live in salt water.

When Rachel finished school, her first job was a dream come true. Not only could she be a scientist, but she could also be a writer. She wrote stories about fishing and about life in the sea. Everyone liked her stories. Next she began to write stories for newspapers. People were eager to read the stories she wrote. She was becoming famous for her work.

One day, Rachel received a letter from a friend. Her friend was very upset. She wrote that an airplane had flown over their town, and had sprayed the town with something that looked like water. Since that had happened, many birds had died and many others were sick. She asked Rachel to see if she could find out what was making the birds sick.

Rachel discovered that the plane had sprayed some kind of poison called a pesticide. The pesticide was used to kill off the mosquitos. Mosquitos can cause a lot of trouble. They sometimes make people and animals very sick. Rachel found out that pesticides could also make people and animals very sick.

Rachel remembered hearing the birds sing when she was a little girl. How sad it would be to lose their musical voices. She knew that pesticides were killing all the insects that the birds ate. She also learned that pesticides were poisoning the water. What could the birds safely eat or drink? If the water was poisoned, how could the fish live? Would people get sick if they drank water with pesticides in it? She became very worried.

People were in danger, too. Rachel decided that she must do something to let people know about this very serious problem. They had to know right away!

Using her knowledge as a scientist and her talent as a writer, she began to tell people about the danger of pesticides. Lots of people listened to what Rachel Carson had to say. Lots more people read what she wrote.

Because of Rachel Carson's work, we know a lot more about the world we live in. She reminded us that every living creature in the world is important to all of the others. She asked us to think carefully about all animals, large and small. She asked us to think what our world would be like if the birds did not sing at all.

RACHEL CARSON

Rachel Carson (May 27, 1907 - April 14, 1964) learned her love of nature at home. She became an early and well known environmentalist.

LISTENING QUESTIONS

1. Why did the birds become sick and die?
2. What is a pesticide?
3. What did Rachel do to help all the birds and animals?

SUGGESTED ACTIVITIES

Discussion

1. What did Rachel teach us?
2. What would it be like if all the birds died?
3. What did you like about this story?

Activities

1. Have your students use their senses to observe their world. Find an area of the school grounds where they will not be disturbed. Separate the students by 3-5 feet, instructing them not to talk to each other. They are to listen and watch, remembering everything that they hear, smell, feel or see. After five minutes, have them return to the classroom. Make a class list on the chalkboard, dividing their responses into the categories of "things we heard", etcetera. This can be combined with the next activity, also.

2. Rachel Carson wrote some small books about living together with nature. Have the students "write" their own small books. These can be made from a sheet of paper cut in half lengthwise and fan folded to form four panels. The result is a small book for each child to use to tell what she/he observed today. Once completed the books can be displayed easily because they stand up. An extension would be for each child to tell about their nature book.

SCIENCE ACTIVITY (Observing, Communicating, Comparing, Organizing)

1. Have each child bring in or draw a picture about one of the "big" words discussed for a bulletin board display.
Environment: everything that surrounds us, such as the land, sea, mountains, forests, rivers, oceans and sky.
Biology: a field of science that looks at plant and animal life.
Poison: a chemical that causes sickness or death.

2. Concept: living things need special kinds of food and special places to live. Living things get everything they need from their environment and from each other. Develop a mural using pictures students bring to class of the plants and animals which live on the land or in water. The background will need to include fresh water streams or lakes as well as the salt water ocean.

Name

TRUE or FALSE

Study the sentences below. If the sentence is true, color the box under **true.** If the sentence is not true, color the box under **false.**

	true	**false**
1. Rachel wrote a book about nature	☐	☐
2. She did not like to write when she was a child.	☐	☐
3. Rachel loved the ocean.	☐	☐
4. Rachel was a famous scientist.	☐	☐
5. Rachel did not like birds.	☐	☐
6. Rachel loved everything in nature.	☐	☐
7. She grew up and worked as a nurse.	☐	☐
8. We should be careful with pesticides.	☐	☐

Name _____

Chien-Shiung Wu

1912 -

—A renowned scientist—

CHIEN-SHIUNG WU

(May 29, 1912 -)

by Barbara McLeod

Do you ask a lot of questions so you can learn how things are made or what makes them work? This story is about a woman who asked a lot of questions. She wanted to find out how things work. Her name is Chien-Shiung Wu. She has a Chinese name because she grew up in China.

From the time she was a little girl, her mother and father encouraged her to ask lots of questions. They wanted her to learn about lots of things. She asked, "What am I made of?", "Why is it cold?", "How do things move?". The more she learned, the more she wanted to know.

The questions she asked became harder and harder for people to answer. Since Chien-Shiung had so many questions, she decided it was very important for her to find a way to discover answers for herself. She became a scientist and began to do experiments.

By doing experiments, she could test her ideas for answers. She did not need to ask her teachers or her parents to check her answers. If the experiment worked, her answer was correct. If the experiment did not work, her answer was wrong. Either way, her experiments were fun. She just kept doing them until she found the correct answer to her question.

Chien-Shiung liked testing her ideas this way. She said,"I like to answer my own questions. Experiments help me to do this." She experimented with many different things. She did experiments with light and heat. Experiments helped answer her questions about the sun, the moon and how things were made.

When she was a young woman, Chien-Shiung left China and traveled all the way to the United States to go to school. She had first learned to ask questions in Chinese. Now she would be asking questions in English. She discovered that this did not make any difference. The scientific answers were the same in either language.

She had already been to college, but she wanted to learn more. In order to have successful experiments, she needed to have even more information. She began to do research. In doing research, she hunted carefully for all the facts about what she wanted to learn. Doing research was fun for her because she knew it would help her experiments be successful.

Her experiments were very successful. She was able to find answers to questions that no one had ever been able to answer before. Other scientists gave her many awards for her work. She was happy to receive these awards, but do you know what was most important to her? She was able to discover the answers to her own hard questions and tell other people about them, too.

Would you like to be a scientist and do experiments like Chien-Shiung Wu?

CHIEN-SHIUNG WU

Chien-Shiung Wu (May 29, 1912 -) is a Chinese-American physicist. She has received many awards for her research.

LISTENING QUESTIONS

1. What country is Chien-Shiung Wu from?
2. Why did she come to the United States?
3. How does she find out the answers to questions?

SUGGESTED ACTIVITIES

Discussion

1. What do scientists do? Why is their work important to us?

Activities

1. The law of parity means that an object and its mirror image act in the same way. Dr. Wu proved that this was not true.
Divide the class into pairs. Each pair sits on the floor facing each other. Each child will take turns being the leader of her/his pair. The idea is for the other partner to act as a mirror. When the leader raises her/his arm and hand, the partner does the same (just as it would happen with a mirror). After a minute or two, switch roles. Discourage the children from making faces; only arm and hand movements should be tested.
What happened? Point out that each child really used the opposite arm or hand to mirror their partner. Hence, the mirror images are not really the same although they appear at first to be.

2. SCIENCE PROBLEM: Do all substances dissolve in water?
Materials:
4 glass containers
Sugar
Salt
Flour
Sand
Water
Procedure:
1. Put about one tablespoon each of sugar, salt, flour and sand into the four separate containers.
2. Fill each container with water and stir.
3. Observe each container. What can be seen?
Results:
1. Flour and sand do not dissolve in water.
2. Sugar and salt do dissolve in water.
Conclusion
Some substances dissolve in water and some do not.

3. SCIENCE PROBLEM: How can we make different colors?
Materials:
Cotton swabs
Cups of paint (red, yellow and blue)
Paper
Color wheel
Procedure:

CHIEN-SHIUNG WU (continued)

1. Have the children experiment with mixing the primary colors to produce a secondary color.
2. Give each child an opportunity to mix the paints.
3. Show them a color wheel, demonstrating these combinations.

Results:
The students will see first hand that by mixing two of the primary colors, a third color (secondary) is obtained.
Conclusion:
When you mix two primary colors a secondary color is produced.

4. SCIENCE PROBLEM: What substances do magnets attract?
Materials:
Magnets
Various small metal and non-metal objects
Procedure:
1. Place the small objects on the table.
2. Touch the magnets against each object.
3. Observe what happens. Sort into magnetic and non-magnetic piles.

Results:
Objects made of iron and steel will be attracted by the magnet, while the others will not.
Conclusion:
Magnets only attract objects containing iron or steel.

Please note: There is no student worksheet for the Chien-Shiung Wu section. Student participation in the suggested activities replaces the written worksheet.

Name _____

Nancy Lopez

1957 -

— A professional golfer —

NANCY LOPEZ

(January 6, 1957 -)

by Molly MacGregor

What kind of sports do you like to play? Do you have to try hard to be good at sports? Do you have to practice a lot? This story is about a woman who liked to play a particular sport when she was a little girl. She grew up to be a professional athlete. This is how it happened.

"Nancy," her mother and father called, "do you want to play golf with us today?"

Nancy Lopez was very excited! She had always liked to walk around the golf course following her parents when they played golf. Now they had asked her if she wanted to play with them for real! With great excitement, Nancy said, "Oh yes!"

Her mother handed her a golf club and her father put a small, white golf ball down on the green grass. Now she was supposed to hit the ball straight ahead with the golf club. She did it! She hit it hard! The ball went far, far away. Nancy felt very proud. She was just a little girl and here she was playing golf. Her mother and father were pleased and happy, too. From that day on Nancy Lopez loved to play the game of golf.

When she was in the third grade, Nancy won her first golf tournament. Imagine that! She had practiced every day, but she was still surprised and very proud.

People said that Nancy had a talent and a gift. She had a skill that most children her age did not have. Her parents encouraged her talent by taking Nancy to golf courses to practice.

One day she said to her mother, "Mom, let's practice on the big golf course in town. I'm sure that I could play better there because it is so much bigger than the golf course where I usually practice." Her mom said, "I am sorry, Nancy, but we can't practice on that golf course because it is a private club. It is owned by people who won't let Mexican-Americans play golf with them."

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Nancy was hurt and disappointed but she continued to practice at the public golf course. When she was 12 years old she won a championship for the whole state of New Mexico. By the age of 16, she was called the best amateur golfer in the world! She liked playing golf. Her mother gave Nancy her own set of golf clubs. Her father helped by being her golf teacher.

When she was a young adult she decided to become a professional golfer. Now, she could be paid for playing golf and winning. She wanted to repay her parents for all their help.

As she began to play in her first professional tournament, she was nervous. Would it be different now that she was playing for money? Would it still be fun? Would she still be a good golfer? As it turned out, Nancy did not need to worry. She won!

Remember the private golf course where Nancy wasn't allowed to play when she was younger? Now they were happy to let her use the course. Maybe this was because she was so successful. She remembered what her mother had said about prejudice. She hoped that the golf course owners would let other Mexican-American golfers play there, even if they weren't famous.

Nancy Lopez is still playing professional golf today. She is married and has a little girl. Now when Nancy plays golf at different tournaments, she takes her daughter with her. She knows that girls can grow up to be professional athletes, wives and mothers at the same time. She knows this because she does it every day.

NANCY LOPEZ

Nancy Lopez (January 6, 1957 -) is a Mexican-American athlete. She is one of the leading professional women golfers in the country.

LISTENING QUESTIONS

1. What grade was Nancy in when she won her first tournament?

2. How old was she when she became the best amateur golfer in the world?

SUGGESTED ACTIVITIES

Discussion

1. Why were Nancy and her parents not allowed to play on the private golf course near their home?

2. What is prejudice? How would you feel if you were not allowed to go to the park because some one was prejudiced against you? Did prejudice keep Nancy from becoming a professional athlete? Why not?

Activities

1. Have children write/tell a story about themselves as a professional athlete. What sport would they choose? Why that particular one? How often would they have to practice? What special equipment would they need?

2. Encourage the children to bring in pictures depicting women participating in various sports. Develop a bulletin board or similar display using their contributions. Discuss both the sports pictured and the women themselves. How many are professional athletes like Nancy Lopez? What are the major professional sports that women compete in? (Golf, tennis and ice skating) Why are their choices so limited?

Games

1. GOLF PUTTING
Playing Area: Playground, classroom or gym.
Equipment: two 2½" cans, 5 golf balls or small rubber balls, one putter.
Rules: Place cans against wall. Have a foul line 10-12' away from cans. Each successful attempt counts 1, 2, 5, or 10 points depending on what the children are learning to count by.
A variation would be to make a 5 foot arc. Mark 5 places on the arc and each player shoots one ball from each spot into a can 10-12' away.

2. OVER AND UNDER
Playing Area: Any open area, indoors or out.
Equipment: Ball or bean bag.
Number of Players: Any number divided into equal teams.
Rules: A line is drawn on the floor and the captains toe the line, with their teams lined up in file behind them. At the signal, the leader passes the object over her/his head to the next person behind her/him. That person passes the object between her/his legs, and so on to the last person, who runs to the head of the line and starts the ball going back again. This continues until the captain returns to the head of the line.

3. PASS AND SQUAT
Playing Area: Any open area.
Equipment: Ball or bean bag.
Number of Players: Any number divided into equal teams.
Rules: Teams line up with a captain about ten feet in front of the others. She/he tosses the ball or bean bag to the first in line, who passes it back and immediately squats. If any player misses, she/he must recover the

ball, return to her/his place, and pass back before squatting. Any manner of throw may be used. The team with all of the players squatting first wins.

4. SOCCER DRIBBLE
Playing Areas: Playground or gym.
Equipment: Soccer ball for each team.
Number of Players: Any number divided into equal teams.
Rules: The first player places the soccer ball on the ground in front of her/him and at a given signal dribbles the ball with one foot (keeping the ball as close to the feet as possible) to the turning point. She/he then dribbles the ball with the opposite foot back to the starting line. The second student in line receives the ball and continues the relay. The first team to finish is the winner.
A variation is to have the children dribble the ball with both feet.

Name

KEY WORDS

Circle the right word for each sentence.

1. Nancy Lopez earns her living by playing _____ .	**golf**	**baseball**
2. She won a tournament when she was _____ years old.	**four**	**nine**
3. She likes to _____ golf.	**watch**	**play**
4. Golf is a _____ game to play.	**easy**	**hard**
5. She plays with a golf _____.	**club**	**bat**
6. Nancy Lopez is a famous _____	**man**	**woman**

DRAW A PICTURE

On the back of this page draw a picture about this story.

CULMINATING LESSON

UNIT TEST

This activity provides a simple evaluation of the concepts found in the biography through a picture matching exercise. The student is to match the woman's picture with the picture that best represents her story.

PERSONAL HISTORY BOOKLET

This booklet is designed to help reinforce the connections between the students' own lives and the lives of the women they have studied. If at all possible, it should be completed at home with the help of the student's family.

1. Copymasters are included here to be printed on both sides of one page for each student.
2. Students are to select the woman they most admired in the unit for the cover picture of their own booklet. The student may either draw the portrait of the woman or cut out the appropriate picture from the miniatures page.
3. On page two the student will write about why she/he chose the particular woman. On the second part of the page, the student will draw a picture of her/himself working together with that woman.
4. On page three, the student will write about the types of work she/he does before, during and after school.
5. The back cover is a picture of the student in her/his future job. (Compare this picture with the picture that the student drew during the beginning activity.)

PORTAITS BOOKLET

1. Compile each student's coloring sheets into a booklet.
2. Have students color a miniature page and use as a cover for the booklet.

Name

Draw a line from the woman to the picture that tells about her. Use your red crayon to circle the picture of the woman you liked best.

CHIEN-SHIUNG WU

DOROTHEA LANGE

NANCY LOPEZ

RACHEL CARSON

MARY McCLEOD BETHUNE

SUSAN LaFLESCHE

My picture as a worker

PERSONAL HISTORY BOOKLET

My favorite biography

Name _____

First Grade 19 ____

School _____

Teacher _____

I choose _____
name of woman

Because _____

_____

_____

Draw a picture of yourself and the woman you chose working together.

The work I do

Before school _____

_____

_____

_____

At school _____

_____

_____

_____

After school _____

_____

_____

_____

_____

NANCY LOPEZ

CHIEN-SHIUNG WU

RACHEL CARSON

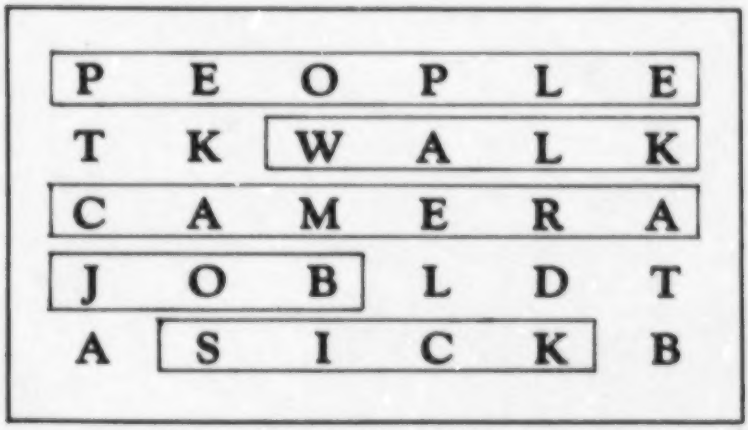
SUSAN LaFLESCHE

DOROTHEA LANGE

MARY McLEOD BETHUNE

ANSWER KEY

DOROTHEA LANGE



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*CONTRIBUTIONS OF WOMEN: EDUCATION, Mary Burgess, Dillon, 1975, grades 7-12

*FACES AND PHASES, Carol Stallone, ed., National Women's Hall of Fame, 1983, grades 6-9

*GREAT WOMEN BIOGRAPHICAL CARD GAMES, GAME II: FOUNDERS AND FIRSTS

*MARY McLEOD BETHUNE, La Vere Anderson, Garrard, 1976, grades 2-5

MARY McLEOD BETHUNE, Eloise Greenfield, Crowell, 1977, grades 2-4

MARY McLEOD BETHUNE, Ruby L. Radford, Putnam 1973, grades 2-4

*NATIONAL WOMEN'S HALL OF FAME COLORING BOOK, K-3

*NATIONAL WOMEN'S HISTORY PROJECT COMMEMORATIVE POSTER 1983

*PERSONALITIES IN AMERICAN HISTORY, black and white poster set includes 64 women and men

SHE WANTED TO READ: THE STORY OF MARY McLEOD BETHUNE, Ella Kaiser Carruty, Abingdon, 1966, grades 4-7

SWEET POTATO PIE, G.T. Walker, The Associated Publishers, Inc. 1963, grades 3-6

WOMEN OF COURAGE, Dorothy Nathan, Random House, 1964, grades 6-9

RACHEL CARSON

CONTRIBUTIONS OF WOMEN: SCIENCE, Diane Emberlin, Dillon, 1977, grades 7-12

*FACES AND PHASES OF WOMEN, Carol Stallone, ed., National Women's Hall of Fame, 1983, grades 6-9

RACHEL CARSON AT WORK, Paul Brooks, Houghton Mifflin, 1971, grades 9-up

SEA AND EARTH: THE LIFE OF RACHEL CARSON, Philip Sterling, Crowell, 1970, grades 5-8

*WOMEN AND SCIENCE, Valjean McLenighan, Raintree, 1979, grades 4-7

SUSAN LaFLESCHE

*HOMEWARD THE ARROW'S FLIGHT, Marion Marsh Brown, Abingdon, grades 7-adult

*NATIONAL WOMEN'S HISTORY PROJECT COMMEMORATIVE POSTER, 1985

DOROTHEA LANGE

DOROTHEA LANGE: A PHOTOGRAPHER'S LIFE, Milton Meltzer, Farrar, Straus, and Giroux, 1978, adult

*NATIONAL WOMEN'S HISTORY PROJECT COMMEMORATIVE POSTER 1984

NANCY LOPEZ

*NANCY LOPEZ: WONDER WOMAN OF GOLF, Nancy Robinson, Children's Press, 1979, grades 5-8

NANCY LOPEZ, By Craig Schumacher, Creative Education Sports Superstart, 1979, illus., grades 3-7

THE EDUCATION OF A WOMAN GOLFER, by Nancy Lopez with Peter Schwed, Simon and Schuster 1979, 188 pages, illus. grades 9-12

CHIEN-SHIUNG WU

*AMERICAN WOMEN: 1607 TO THE PRESENT, Polly Zane and John Zane, grades 9-adult

*WOMEN AND SCIENCE, Valjean McLenighan, grades 4-7

*Available from the National Women's History Project. Send for the Resource Catalog, P.O. Box 3716, Santa Rosa, CA 95402

GENERAL RESOURCES

If you want to continue to explore women's history, we suggest that you consider the following general resources.

*FAMOUS AMERICAN WOMEN; A BIOGRAPHICAL DICTIONARY FROM COLONIAL TIMES TO THE PRESENT, Robert McHenry, editor. 1035 biographies. Arranged alphabetically, indexed by field. Each biographical sketch includes approximately 400 words. Grades 9-Adult.

*NOTABLE AMERICAN WOMEN: 1607-1950, Edward T. and Janet Wilson James, editors. A remarkable compilation, including the life stories of 1359 women, 3 volumes, grades 9-Adult.

*NOTABLE AMERICAN WOMEN: THE MODERN PERIOD, Barbara Sicherman and Carol Hurt Green, editors. Companion to the 3-volume Notable American Women, this resource includes life stories of 442 women who died between 1951 and 1975. Grades 9-Adult.

*CONTRIBUTIONS OF BLACK WOMEN TO AMERICA, Marianna W. Davis, editor. The works of American Black women over the past two hundred years are chronicled by topic and indexed by name in two volumes, photos. Grades 9-Adult.

*WITH SILK WINGS: ASIAN AMERICAN WOMEN AT WORK, Elaine Kim. Unique histories of 52 contemporary women of Chinese, Filipino, Japanese and Korean ancestry in 52 occupations. Photos of each. Grades 7-Adult.

*A HISTORY OF WOMEN IN AMERICA, Carol Hymowitz and Michaele Weissman. From European colonization to the contemporary U.S. women's movement. Needs to be supplemented by resources on Native American and Hispanic women. Grades 9-Adult.

*RECOMMENDED RESOURCE BIBLIOGRAPHY, 1982. National Women's History Project. Hundreds of items reviewed by Project staff with the best carefully annotated and listed by grade level. Grades 1-12.

MARVELOUS MISCELLANY

*WOMEN OF COURAGE, The Eclectic Company. Innovative 45 rpm records each tell the true-life story and sing a rousing song about the life of one American woman: Sybil Ludington, Harriet Tubman, Buffalo Calf Road Woman, Sally Ride, Gertrude Ederle or Susan B. Anthony. Early childhood-Grade 4.

*NATIONAL WOMEN'S HALL OF FAME COLORING BOOK, Carol Stallone, editor. Line drawings of 15 women from the National Women's Hall of Fame: Mother Seton, Juliette Low, Amelia Earhart, Babe Zaharias, Abigail Adams, Harriet Tubman, Helen Hayes, Clara Barton, Margaret Chase Smith, Helen Keller, Susan B. Anthony, Margaret Mead, Eleanor Roosevelt, Mary McLeod Bethune and Marian Anderson. Grades K-3.

*GREAT WOMEN BIOGRAPHICAL CARDS GAMES. Played like rummy or fish, each deck contains photographs and facts introducing 10 great women in U.S. history. There are three separate sets:

Game I. Foremothers: Susan B. Anthony, Mary Shadd Cary, The Grimke Sisters, Lucretia Mott, Ernestine Rose, Elizabeth Cady Stanton, Lucy Stone, Susette La Flesche Tibbles, Sojourner Truth and Harriet Tubman.

Game II. Founders and Firsts: Clara Barton, Mary McLeod Bethune, Elizabeth Blackwell, Nellie Bly, Antoinette Brown, Amelia Earhart, Emma Goldman, Belva Lockwood, Mary Lyons and Margaret Sanger.

Game III. Poets and Writers: Louisa May Alcott, Emily Dickinson, Margaret Fuller, Charlotte Perkins Gilman, Frances E.W. Harper, Julia Ward Howe, Sarah Orme Jewett, Emma Lazarus, Harriet Beecher Stowe and Phillis Wheatly.
Grades 3-Adult.

OTHER GOOD RESOURCES. Write and ask for catalogs from:

Asian American Materials Catalog, from Japanese American Curriculum Project, 414 East 3rd Ave., P.O. Box 367, San Mateo, CA 94401 (414) 343-9408.

Information Systems Development, Martha Cotera. 1100 East 8th St., Austin, TX 78702 (512) 477-1604. Specializes in Hispanic Women.

Jewish Women's Resource Center, 9 East 69th, New York, NY 10021 (215) 535-5900.

National Archives for Black Women in History: Comprehensive collection of materials about black women throughout U.S. history, travelling exhibits, brochures, booklets, posters and video programs. 1318 Vermont Ave. N.W., Washington, D.C. 20005 (202) 332-9201.

OHOYO Resource Center, 2301 Midwestern Parkway, Ste. 214, Wichita Falls, TX 76308 (817) 692-3841. Specializes in Native American and Alaskan Native Women.

ORAL HISTORY RESOURCES

*WHO DO YOU THINK YOU ARE? Westminster Press, grades 5-12. From your own name and birthdate you are led back to earlier branches of your family tree. Interview, conduct research and chart information. Special advice about searching for Black or Native American ancestors.

*PORTRAITS OF OUR MOTHERS, Grades 4-12. Describes in thorough detail how teachers and students used oral history to learn about women in their families and community. Student projects culminated in a city-wide celebration of National Women's History Week.

*A GRANDPARENT'S BOOK: THOUGHTS, MEMORIES AND HOPES FOR A GRANDCHILD, James Wagen Voord. Beautifully designed workbook format. A comprehensive series of questions are raised to stimulate and record remembrances of the life of a grandparent, or other adult significant in a child's life.

*Available from the National Women's History Project. Send for the Resource Catalog. P.O. Box 3716, Santa Rosa, CA 95402

NATIONAL WOMEN'S HISTORY PROJECT RESOURCES

CLASSROOM UNITS

Specially designed in accordance with social studies guidelines, these units each include six biographies and illustrations of women representing the five major ethnic groups and disabled women: Also included are a mixture of classroom and individual activities, language and math exercises and personal history booklets.

MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN includes biographies and activities about the lives of Queen Liliuokalani, Sojourner Truth, Sonia Manzano, Maria Tallchief, Amelia Earhart and Harriet Tubman.

WOMEN AS MEMBERS OF GROUPS: SECOND GRADE includes biographies and activities about the lives of Rosa Parks, Dolores Huerta, Annie Wauneka, Shirley Cachola, Elizabeth Cady Stanton and Elizabeth Blackwell.

WOMEN AS MEMBERS OF COMMUNITIES: THIRD GRADE includes biographies and activities about the lives of Shirley Chisholm, Carmen Delgado Votaw, March Fong Eu, Sarah Winnemucca, Abigail Adams and Helen Keller.

OTHER RESOURCES

WOMEN'S HISTORY CURRICULUM GUIDE Ideal starting point for educators unfamiliar with the history of women in the United States. Designed for elementary and secondary use, this cross-cultural guide is packed with introductory information and suggestions to help develop classroom activities, puppets/paper dolls, research and discussion questions, as well as recommended supplementary print and non-print resources.

NATIONAL WOMEN'S HISTORY WEEK PROJECT LESSON PLAN SETS 1776, 1849, 1920. What were the women doing during the decades before and after these watershed periods in U.S. history? This color coded set provides interesting activity ideas, comprehensive multi-cultural chronologies, and recommended, directly related, print, audio and visual resources for both elementary and secondary classes, in annotated bibliographies.

WOMEN'S HISTORY ESSAY CONTEST GUIDE School essay contests are a tremendously successful way to promote the serious consideration of the lives of women. They also provide a marvelous vehicle for school/community integration in program initiation and cooperation. Includes sample letters to send, press releases, forms and certificates, keyed to an effective timeline.

ELEANOR ROOSEVELT KIT In honor of the Eleanor Roosevelt Centennial, we offer this set of materials designed to assist elementary students in discovering the contribution of Eleanor Roosevelt to our country and to the world. Kit Contents: 11" x 17" poster of Eleanor Roosevelt, 2 page biography, language arts activities, crossword puzzle, recommended resources, suggested activities, teacher's pages.

HARRIET TUBMAN GAME AND STUDY SET Explore the daring life of Harriet Tubman who led slaves North to their freedom along the "Underground Railroad". Includes a 20" x 26" black line game board (suitable for coloring and laminating) of her route, 2 page biography, discussion questions, song sheet, activity suggestions and bibliography of related sources.

QUILTING AS A TRADITION WOMAN'S ART FORM: A KIT Complete materials for a very interesting, informative unit on quilting as a traditional women's art form.

An extensive catalog of other women's history resources for classroom use is available from:

The National Women's History Project
P.O. Box 3716
Santa Rosa, CA 95402
(707) 526-5974

NATIONAL WOMEN'S HISTORY PROJECT

This unit is representative of the many types of curriculum materials developed by the National Women's History Project for use at all grade levels. Our Project exists solely to promote a multi-cultural awareness of women's history in schools and communities nationwide. We are delighted with the public response to our efforts.

"National Women's History Week", originated by members of this Project, has become a regular feature on school, workplace and community calendars. Many cities and several states have begun to celebrate March as "Women's History Month", the next logical step for this observance.

The Women's History Network, coordinated out of our office, includes hundreds of individual and group participants working together across the country to write women back into history. A quarterly newsletter keeps current information in circulation; directories make each participant accessible to the others.

The Women's History Resource Service, also operating from the Project office, has been expanding rapidly since its inception in 1983. Through its Resource Catalog a plethora of classroom materials—books, records, games and more!—are available by mail order.

Throughout the year the four of us present information to groups outside our home state of California, at history and curriculum conferences, workplace organizing meetings and teacher in-service training sessions. Our annual June training session in California draws educator and community activists from around the nation.

Continuous expansion of our Resource Service is a necessary part of our plan for financial self-sufficiency. We are a non-profit, educational corporation; your donations above the price of the items ordered are tax deductible, and will greatly facilitate our organizing work.

It is our hope that the services and materials we offer will be a useful resource and support for your efforts to write women back into history.

The National Women's History Project staff